Instructor Guide: Computer Skills for the 2014 GED® Test

BBRI Broadband Rhode Island
An initiative of the RIEDC

Acknowledgements

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Visit the *GED Testing Service*® website at http://www.gedtestingservice.com for a plethora of useful materials and information regarding the test and testing program.

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Overview of Computer Skills for the 2014 GED® Test

Overview

This Instructor's Manual is designed to be an easy-to-use "turnkey" curriculum and class "roadmap" that can be delivered by experienced educators to prepare GED® students who have little or no technology experience. This course is not a substitute for a full "Typing Class". Keyboarding skills will need to be developed beyond the level demonstrated in this guide. There are many online typing courses available to supplement this curriculum. They can be found in *Appendix A*. Also provided is *Appendix B:* a "Question Type/Computer Skills Matrix".

Content

This manual is designed to address instructors' ease-of-use, users' needs, and typical training contexts found in the GED® community throughout Rhode Island.

This Manual offers 5 sequential modules, as well as supplementary materials, to help teach **Computer Skills for the GED® 2014 Test**. It is intended for to those GED® candidates identified in the pre-test phase as having undeveloped computer skills. Modules contain lesson plans that include an outline, vocabulary terms, and a suggested step-by-step instructional process, as well as other materials needed to achieve the key objectives of the class. The entire course is intended to be delivered over 5 sessions, each 60-90 minutes long; however, this may be adjusted to address student, instructor, or institutional needs.

Session	Module
1	Module M: Mouse Skills
2	Module K: Keyboarding Skills
3	Module N: Navigation Skills
4	Module W: Word Processing Skills
5	Module T: Online Tools for the 2014 GED® Test

In addition to this modular teaching "roadmap", this manual also includes materials to help instructors to generate lessons, as well as teaching aids relevant to his/her particular teaching context.

Although some non-GED® examples are used for instructional purposes, screenshot examples of the actual 2014 GED® online test are included to focus the necessary skills into a content specific delivery.

The instructors are encouraged to practice these modules, apply their skills to the manual's content, and adapt this content for their own purposes, as either a stand-alone course or as a component added into an existing GED® preparation course.

Lesson Plan Structure

Each lesson plan follows the same basic structure and format, and is arranged step-by-step for the instructor's ease-of-use. Generally, each lesson plan follows this core pattern:

1. Instructor's **Introduction**.
2. Instructor's **Demonstration** of key skills or features.
3. Students' **Demonstration** of these skills or features during a collective in-class exercise.
4. Students' **Individual Practice or Application** of these skills or features.

Each lesson plan may vary a bit from this pattern to accommodate for particular class objectives and/or content. All lesson plans contain screen shots, web links, or other visual aids to highlight different resources for the instructors to incorporate into their curriculum.

*Note: incorporation of variation in curriculum design, delivery methods, and materials was inspired by Universal Design for Learning (UDL) principles and guidelines. Learn more about UDL at www.udlcenter.org

Pre-Class Preparation Tips

- Preview materials for the specific module you will cover in one session.
- Print out any handouts or visual aids you plan on using. Check size for readability.
- Make sure that each computer has the same mouse, keyboard, and operating system.
- Visit any website examples/tutorials you plan on using for the class, to be sure that the information you are presenting is current and relevant.
- Do a "tech check" of all equipment to be used during class to make sure all devices are working properly.

Module M: Mouse Skills

Estimated Classroom Time: 90 minutes

Overview

The goal of Module M: Students (with little or no prior experience with using a mouse) will gain foundational knowledge and skills to operate a computer mouse effectively. The module contains a heavy emphasis on "vocabulary" regarding a computer mouse (click, right click, double click, and scroll), establishing this knowledge as quickly as possible. It matches vocabulary with "hands-on" in-class and out-of-class exercises that immerse students in the "mechanics" of mouse use and maneuverability.

Key Objectives

- Point & Click – Students will learn and demonstrate the basic mechanics of Point & Click selection.
- Drag & Drop –Students will develop and demonstrate Drag & Drop skills by responding to questions and moving on-screen windows.
- Scrolling – Students will demonstrate competence in scrolling by accessing text that extends below the viewable screen area.
- Hot Spots –
  Students will demonstrate knowledge of Hot Spots by successfully pointing and clicking (selecting) appropriate items on the computer screen.

Key Concepts and Vocabulary Terms

- Point
- Click
- Left Click
- Right Click
- Link
- Drag n Drop
- Scrolling
- Scroll Bar
- Scroll Wheel
- Radio Buttons
- Hot Spots

STEP 1: INTRODUCE AND ASK

Begin the class by welcoming the class, **INTRODUCING** class objectives, and sharing information unique to your teaching location or style, the objectives of the class, and information that's unique to your teaching location or style. Then **ASK** students questions about their goals for the class and their knowledge of the topic you are going to teach. Effective methods include the following:

- **ASK** students to share in group discussion, their own learning goals and their knowledge/experience of using a mouse.
- **ASK** students to react to a short video that offers an introduction to the topic. A good example is: http://www.youtube.com/watch?v=Y2leftW7E_s
- **ASK** students to read a short handout and offer their reactions to it. An example is: http://www.mouseprogram.com/mousepractice/

STEP 2: DEMONSTRATE KEY ACTIONS

The in-class exercise for this module should focus on developing students' abilities to use a computer mouse to point and click, drag and drop, and scroll. These fundamental skills are necessary for students to be able to successfully complete the 2014 GED® Test. It is recommended that the instructor **use an online mouse tutorial program** to demonstrate these skills. Two excellent resources are:

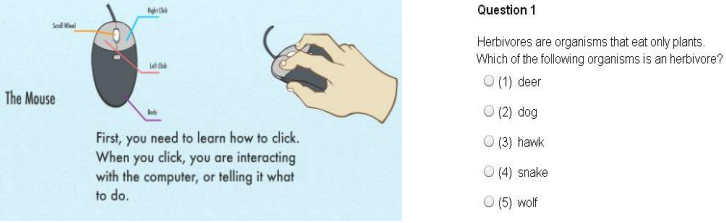
http://www.gcflearnfree.org/computers/module/14?search=mou

http://www.mouseprogram.com/practice.html

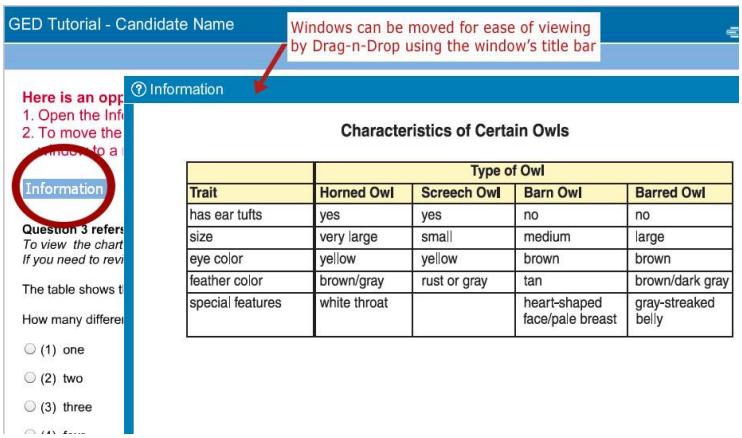
At minimum, instructors should visit and familiarize themselves with these websites before starting to teach this module.

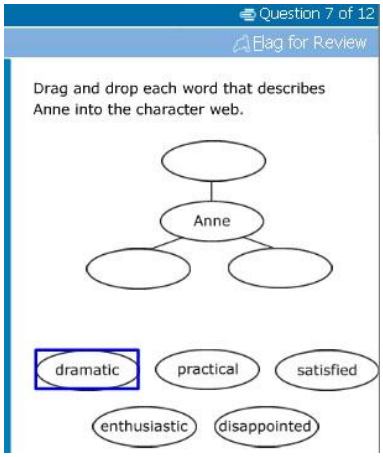
KEY ACTIONS:

1. **DEMONSTRATE** how to Point and Click by explaining the proper technique for holding the mouse. Also discuss and show how the pointer is controlled by the movement of the mouse on a surface. Then explain the various clicking motions (i.e. Single click, double click, speed of clicking, etc.). Explain and demonstrate some examples of radio selection buttons (small buttons in from of each possible answer to be selected) and how to turn them on and off by clicking.

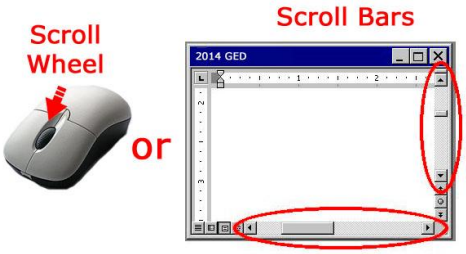


2. **DEMONSTRATE** how to Drag and Drop by showing how you can “grab” an item by pointing, clicking, and holding down the left-mouse button as you drag it across the screen and then dropping it by releasing the mouse button.

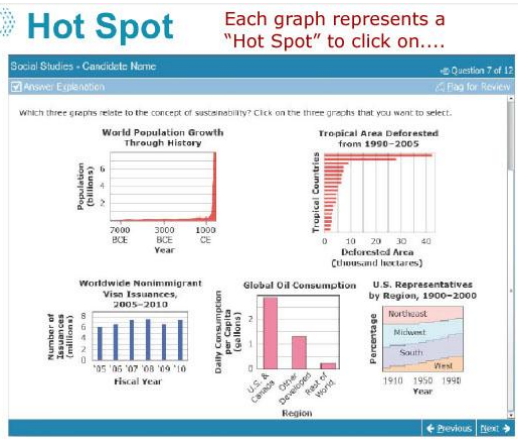


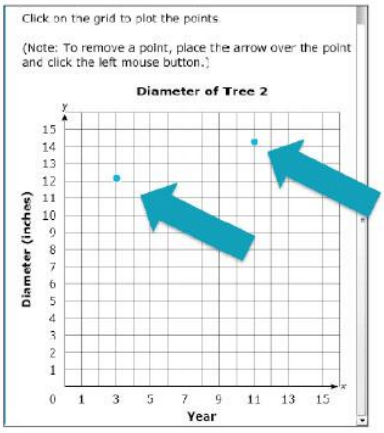


3. **DEMONSTRATE** how to Scroll by showing how the scroll wheel and the Windows scroll bars allow the student to view information that is out of the current screens view. A Point & Click and Hold review may be necessary here, in order to cover the complete scroll process.



4. **DEMONSTRATE** how to use different types of Hot Spots that the student will encounter when testing, by using the 2014 GED® online tutorial.





STEP 3: STUDENT DEMONSTRATION OF KEY ACTIONS

Ask each student to **DEMONSTRATE** the same actions that you demonstrated to them, using the same online mouse tutorial program you used in STEP 2. If necessary, you can quickly repeat each action of Step 2, with students trying each action as the instructor demonstrates. Keep the following in mind:

- Not every option/situation can be explained in class. Be sure that students know that you are using "examples" of the types of actions they will encounter on the GED, and that they will need to apply what they have learned in class to new situations in order to be successful.

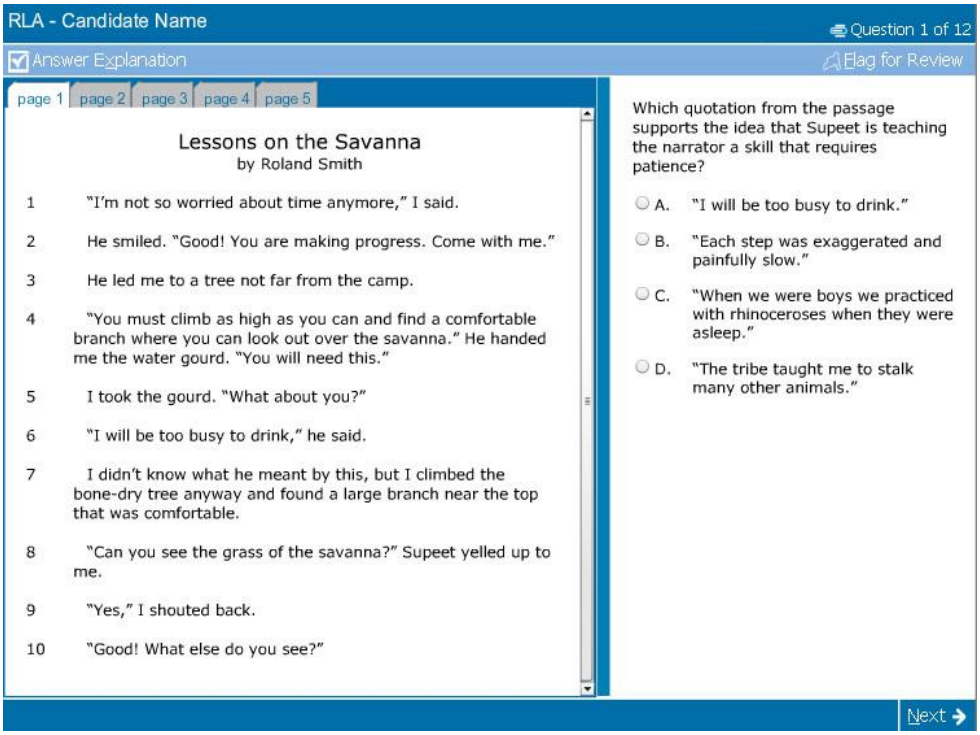
- It is best if you ask students to work with the same examples that you demonstrated, rather than have them choose; this prevents student confusion.

STEP 4: PRACTICE

Ask students to **PRACTICE** the same actions throughout the rest of the class period. You may choose to enhance this practice by asking them to do the following:

- **PRACTICE** with a different mouse tutorial.

- **PRACTICE** with the online 2014 GED® online tutorial by clicking on the "START", "NEXT" and "PREVIOUS" buttons. This task will help students transition well to the next module of "Navigation Skills": http://www.gedtestingservice.com/itemsamplerrla/



Module N: Navigation Skills

Estimated Classroom Time: 60 minutes

Overview

The goal of Module N: Students (who have little or no prior experience with navigating through a Windows based program) will gain foundational knowledge and skills to navigate and access software buttons, tabs, and menu boxes. The module contains a heavy emphasis on the "vocabulary" of software navigation buttons, such as Next, Previous, Tabs, Close, Minimize, etc., to establish this knowledge as quickly as possible. It matches vocabulary with "hands-on" in-class and out-of-class exercises to immerse students in the "mechanics" of navigating through program windows.

Key Objectives

- Next & Previous – Students will demonstrate ability to navigate forward and backward through the software (an essential skill to participate in the 2014 GED® testing).
  Minimize & Close – Students will demonstrate ability to open, close, and minimize program windows. Note: The 2014 GED® test has the functionality, and in some cases the requirement, of having several Windows open at once. Student must understand what Close ("X") and Minimize ("-") buttons do, and the differences between the two.
- Page Tabs – Student will demonstrate knowledge of the functions of page tabs and their relation to the scroll function, across several pages (tabs) and that they can be used in conjunction with, or in place of, the need to scroll.
  Note: Most Windows based products, including the 2014 GED® test, use Page Tab folder icons that mimic in appearance the tangible folders used in a real world office environment.
- Drop-Down Menu Boxes – Students will demonstrate ability to access drop-down icons and menus to make choices and select specific options.
  Note: Drop-Down Menu Boxes allow the student to view and select from several pre-defined answers. By clicking the drop-down arrow icon, the answer options are shown. On the 2014 GED® test, when a test-taker selects one of the options, the answer appears as part of the text.

Key Concepts and Vocabulary Terms

- Start & End Buttons
- Next Button
- Previous Button
- Page Tabs
- Close Button
- Minimize Button
- Drop-Down Menu Button

STEP 1: INTRODUCE AND ASK

Begin the class by welcoming the class, **INTRODUCING** class objectives, and sharing information unique to your teaching location or style, the objectives of the class, and information that's unique to your teaching location or style. Then **ASK** students questions about their goals for the class and their knowledge of the topic you are going to teach. Effective methods include the following:

- **ASK** students to share in a group discussion their goals and their knowledge/experience of navigating through Windows programs.
- **ASK** students to react to a tutorial or video that offers an introduction to the topic. Two good examples are:

  http://www.ohsu.edu/learning/tutorials/comp_basics_navskill_part1/comp_basics_navskill_part1.htm

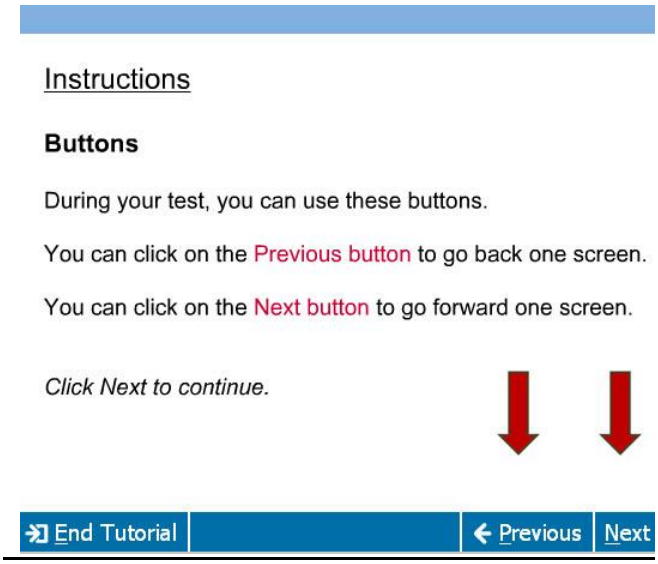
  http://www.gedtestingservice.com/GEDTS%20Tutorial.html

STEP 2: DEMONSTRATE KEY ACTIONS

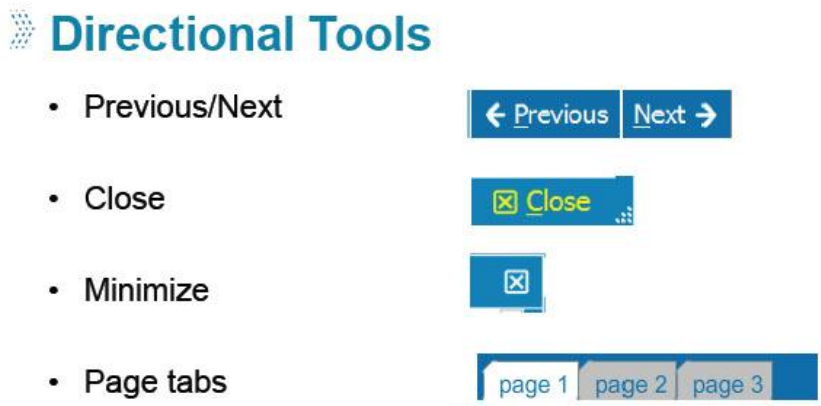
The in-class exercise for this module should focus on developing students' abilities to navigate using Next & Previous directional buttons to move forward and backward throughout a Windows based program. Understanding these directional tools is critical for students to successfully complete the 2014 GED® test.

KEY ACTIONS:

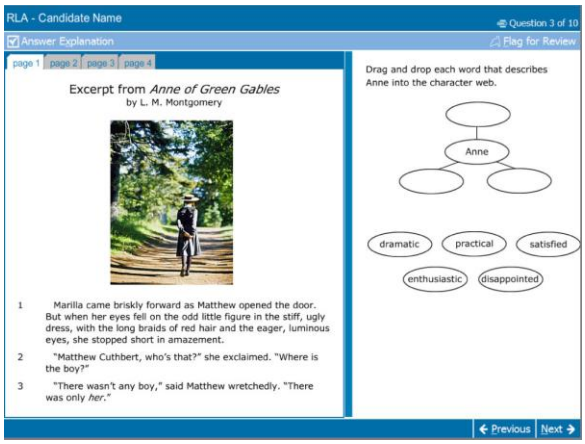
1. **DEMONSTRATE** the Next & Previous directional buttons using the 2014 GED® online tutorial or any other program with similar navigational buttons.

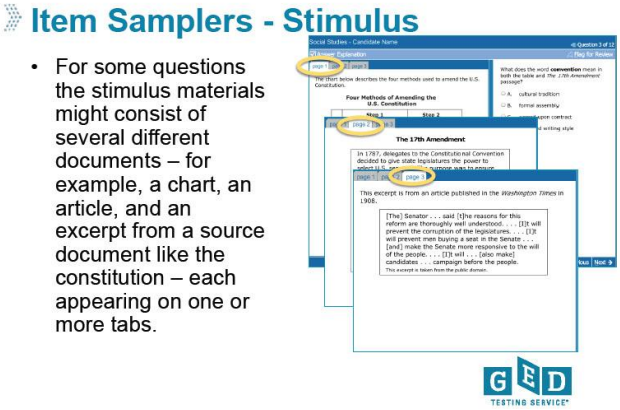


2. **DEMONSTRATE** how to Close & Minimize individual windows within an online program. Walk the students through both actions step by step, and explain how the two actions differ.

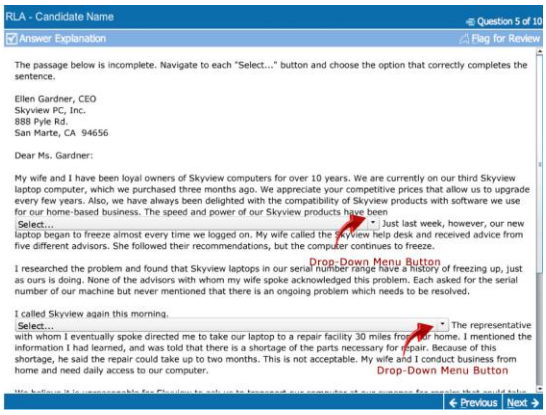


3. **DEMONSTRATE** the functions of Page Tabs. Show how they appear on an active webpage, and how they work.





4. **DEMONSTRATE** how to use different Drop-Down Menus. Show how they appear on an active webpage, and how they function.



STEP 3: STUDENT DEMONSTRATION OF KEY ACTIONS

Have each student **DEMONSTRATE** the same actions that you demonstrated, using the same online program you used in STEP 2. Encourage them to demonstrate to a partner, to you (the instructor), or to the entire group. Keep the following in mind:

- Not every option/situation can be explained in class.
- It is best if you ask students to work with the same examples that you demonstrated with rather than have them choose; this prevents student confusion.

STEP 4: PRACTICE

Have students **PRACTICE** the same actions throughout the rest of the class period. You may choose to enhance this practice by asking them to do the following:

- **PRACTICE** with the online 2014 GED online tutorial: http://www.gedtestingservice.com/GEDTS%20Tutorial.html

Module K: Keyboarding Skills

Estimated Classroom Time: 90 minutes

Overview

The main goal of Module K: Students (who have little or no prior experience with using a computer keyboard) will gain foundational knowledge and skills to effectively use the computer keyboard. The module contains a heavy emphasis on computer keyboard "vocabulary", such as shift, tab, enter, backspace, delete, arrows, etc., in order to establish this knowledge as quickly as possible. It also matches vocabulary with "hands-on" in-class and out-of-class exercises, to immerse students in the "mechanics" of typing and computer keyboard use.

Key Objectives

- Keyboard Layout – Students will demonstrate understanding of the keyboard layout.
  Note: Use of the keyboard is a foundational skill necessary to participate in the 2014 GED Testing.
- Typing Basics – Students will demonstrate improved speed and accuracy in typing basics.
  Note: Due to the time limits established for parts of the 2014 GED® Test, a student's ability to be able to type at a rate of, or close to, 25 words per minute (WPM) will greatly increase their chances of success.
- Special Keys – Students will demonstrate ability to use critical non-numeric keys.
  Note: The 2014 GED® test will require use of various non-alphanumeric keys on the computer keyboard. Fundamentals of using the "Shift", "Tab", "Enter", "Backspace", "Delete", and "Directional Arrows" must be acquired.

Key Concepts and Vocabulary Terms

- Computer Keyboard
- Special Characters
- QWERTY
- Shift Key
- Tab Key
- Enter (Hard Return) Key
- Backspace Key
- Delete Key
- Arrow Keys

STEP 1: INTRODUCE AND ASK

Begin the class by welcoming the class, **INTRODUCING** class objectives, and sharing information unique to your teaching location or style, the objectives of the class, and information that's unique to your teaching location or style. Then **ASK** students questions about their goals for the class and their knowledge of the topic. Effective methods include the following:

- **ASK** students to share in a group discussion their goals and their knowledge/experience in using a computer keyboard. If none, then inquire about experience with a typewriter. This will give the instructor some ability to use analogies as to how the typewriter and computer keyboard are alike and different.

- **ASK** students to react to a short video that offers an introduction to the topic. A good example is: http://www.youtube.com/watch?v=vXsutlz0GIQ

- **ASK** students to read a short handout and offer their reactions to it. An example is http://www.gcflearnfree.org/computerbasics/5.3

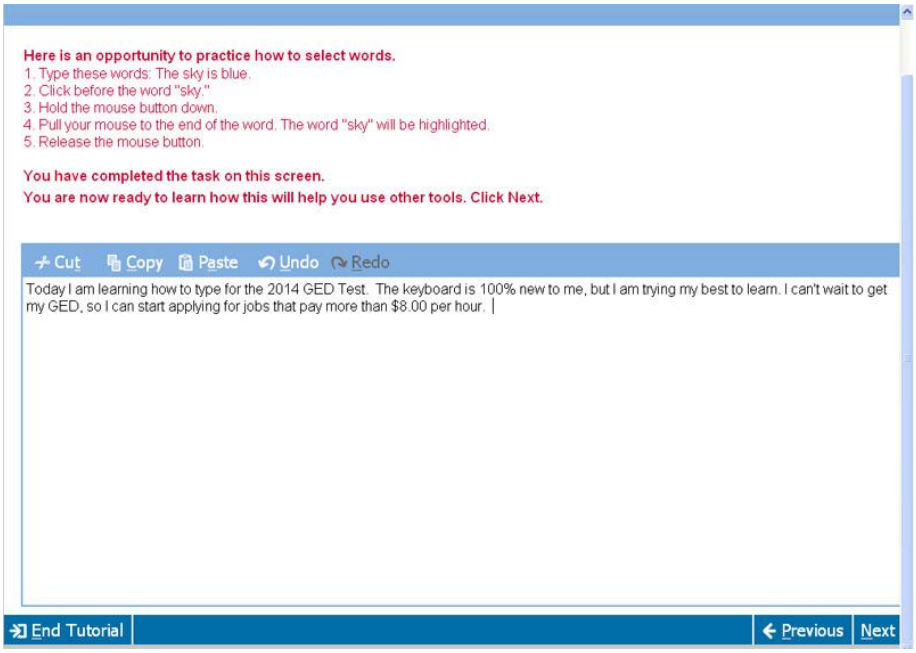
STEP 2: DEMONSTRATE KEY ACTIONS

The in-class exercise for this module should focus on developing students' abilities to use a computer keyboard to type basic sentences with integrated use of special characters and special keys. Imparting these fundamental skills is critical for students to successfully complete the 2014 GED® test.

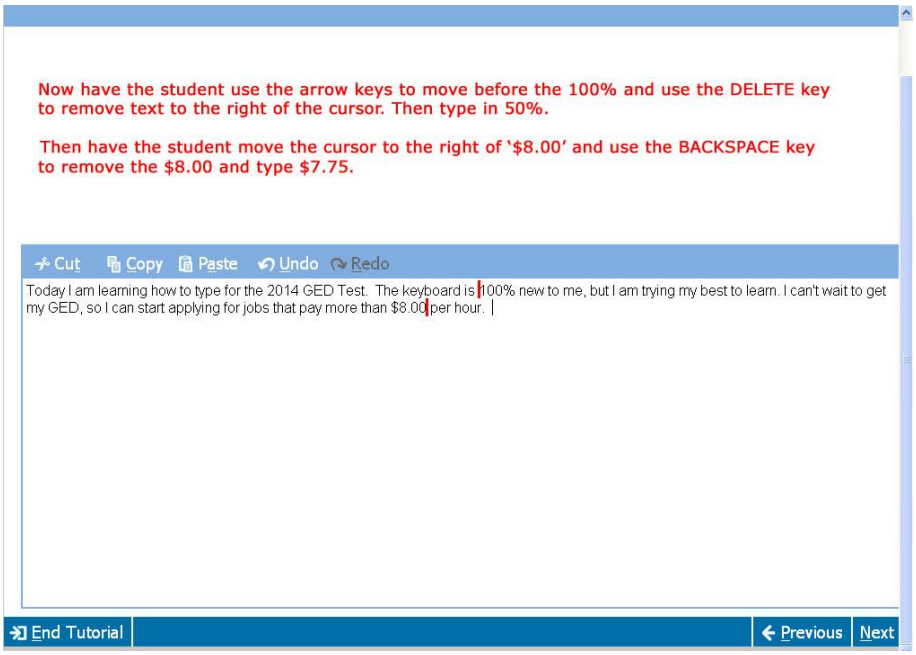
KEY ACTIONS:

1. **DEMONSTRATE** the layout of a computer keyboard using diagram handouts or online interactive resources. Try to use a layout that best matches the actual keyboards that students are using in class.

2. **DEMONSTRATE** basic typing skills by introducing the students to the QWERTY method of typing with all fingers. Open up Notepad, MS Word, or the 2014 GED® tutorial. Type a sample paragraph utilizing capital letters, numbers, and special characters.



3. **DEMONSTRATE** how to use the special keys (e.g. Backspace, Delete, Enter, Tab, Insert, etc.) by editing the paragraph typed in the previous demonstration.



STEP 3: STUDENT DEMONSTRATION OF KEY ACTIONS

Have each student **DEMONSTRATE** the same actions that you demonstrated, using the same online program you used in STEP 2. Encourage them to demonstrate to a partner, to you (the instructor), or to the entire group. Keep the following in mind:

- Not every option/situation can be explained in class.
- It is best if you ask students to work with the same examples that you demonstrated with rather than have them choose; this prevents student confusion.

STEP 4: PRACTICE

Have students **PRACTICE** the same actions throughout the rest of the class period. You may choose to enhance this practice by asking them to do the following:

- **PRACTICE** with an online typing tutor such as:
  http://www.sense-lang.org/typing/tutor/sttest.php?lesson=1
  or
  http://www.powertyping.com/qwerty/lessonsq.html

- **PRACTICE** with the online 2014 GED online tutorial:
  http://www.gedtestingservice.com/GEDTS%20Tutorial.html

Module W: Word Processing Skills

Estimated Classroom Time: 60 minutes

Overview

The main goal of Module W: Students (who have little or no prior experience with using word processing software) will gain foundational knowledge and skills in basic word processing functions. The module contains a heavy emphasis on the "vocabulary" in the area of word processing, such as highlighting text, cut, copy, paste, insert, undo, redo, spacing, etc., to establish this knowledge as quickly as possible. It matches vocabulary emphasis with "hands-on" in-class and out-of-class exercises to immerse students in the "mechanics" of using word processing tools while composing.

Key Objectives

- Highlighting Text – Students will demonstrate ability to select and highlight text.
  Note: When taking the 2014 GED® test, students must highlight or select text in a document or answer block. Understanding the highlighting feature will be a valuable tool when completing items in the Extended Answer and Short Answer formats.
- Cut, Copy, & Paste Text – Students will demonstrate ability to cut, copy, and paste text.
  Note: Due to the time limits established for parts of the 2014 GED® test, a student's ability to be able to copy or move (cut) text efficiently will greatly increase their chances of success.
- Inserting & Spacing Text – Students will demonstrate ability to use text insert and spacing functions.
  Note: The 2014 GED® test will require insertion of text into answer areas of the test, and use of proper spacing while composing answers.

Key Concepts and Vocabulary Terms

- Highlighting Text
- Cut
- Copy
- Paste
- Undo
- Redo
- Insert
- Spacing
- Keyboard Shortcuts

STEP 1: INTRODUCE AND ASK

Begin the class by welcoming the class, **INTRODUCING** class objectives, and sharing information unique to your teaching location or style, the objectives of the class, and information that's unique to your teaching location or style. Then **ASK** students questions about their goals for the class and their knowledge of the topic. Effective methods include the following:

- **ASK** students to share in group discussion their goals and their knowledge/experience of using any type of word processing program. If none inquire about experience with a typewriter, as this will give the instructor some ability to use analogies as to how the typewriter and word processing are alike and different.

- **ASK** students to react to a short video that offers an introduction to the topic. A good example is: http://www.youtube.com/watch?v=9i11UCEEEdY *(just play the first 1:20)*

- **ASK** students to read a short handout and offer their reactions to it. An example is http://www.gcflearnfree.org/word2010/2.2 *(explain how MS Word's tools and the 2014 GED® Word Processing software tools differ slightly)*

STEP 2: DEMONSTRATE KEY ACTIONS

The in-class exercise for this module should focus on developing students' abilities to use Word Processing Tools to construct Short and Extended Answers. Imparting these fundamental skills is critical for students to successfully complete the 2014 GED® test.

KEY ACTIONS:

1. **DEMONSTRATE** the Highlighting Text function using a basic word processing program (Notepad, WordPad, MS Word) or the 2014 GED® online tutorial.

Essays – How to Select Words

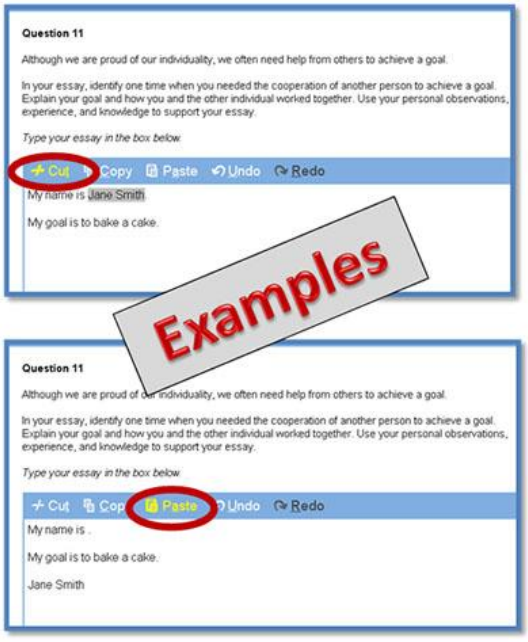
This test provides several tools to help you when you want to revise or edit your essay.

To either move words from one position in your essay to another, or to copy words, you must first select the words.

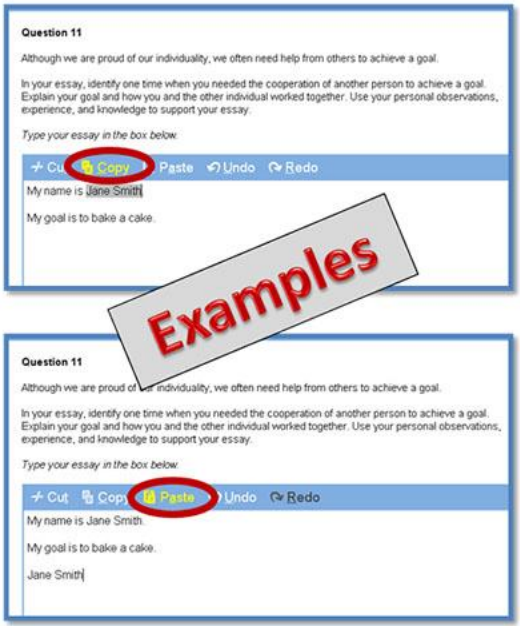
An example of selected (highlighted) words.

2. **DEMONSTRATE** Cut, Copy & Paste functions by introducing the students to the concept of copying and/or moving (cut) text. Use Notepad, MS Word, or the 2014 GED® online tutorial, to perform several cut-and-paste and copy-and-paste operations. Explain that the 2014 GED® test **will not allow** copying of text from the question areas.

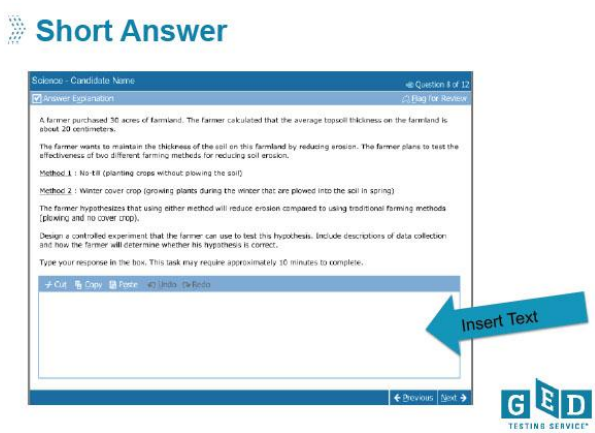
An example of the tools you use to move words.

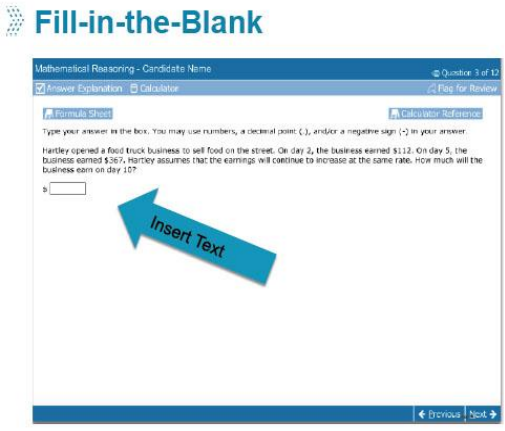


An example of how to copy words and repeat them in a second position.



3. **DEMONSTRATE** how to Insert and Space text. Enter some sample text into a word processing program (Notepad, WordPad, MS Word) or the 2014 GED® online tutorial. Show how the Enter key serves as a "Hard Return" to bring you to the next line to create spacing for new paragraphs.





STEP 3: STUDENT DEMONSTRATION OF KEY ACTIONS

Have each student **DEMONSTRATE** the same actions that you demonstrated, using the same word processing program or tutorial you used in STEP 2. Encourage them to demonstrate to a partner, to you (the instructor), or to the entire group. Keep the following in mind:

- Not every option/situation can be explained in class.
- It is best if you ask students to work with the same examples that you demonstrated with rather than have them choose; this prevents student confusion.

STEP 4: PRACTICE

Have students **PRACTICE** the same actions throughout the rest of the class period. You may choose to enhance this practice by asking them to do the following:

- **PRACTICE** with a simple online text editing software program: http://www.editpad.org/ or http://www.mytextarea.com/
- **PRACTICE** with the online 2014 GED online tutorial: http://www.gedtestingservice.com/GEDTS%20Tutorial.html

Module T: Online Tools of the 2014 GED® Test

Estimated Classroom Time: 60 minutes

Overview

The main goal of Module T: Students will develop a sufficient familiarity with the online tools that are embedded into the 2014 GED® Test. The module contains a heavy emphasis on the "vocabulary" related to these tools, in order to establish this knowledge as quickly as possible. It also matches vocabulary with "hands-on" in-class and out-of-class exercises to immerse students in the "mechanics" of using these tools.

Key Objectives

- Calculator and Calculator Reference –Students will demonstrate successful use of a virtual calculator (specifically, the TI-30XS).
  Note: A downloadable app for this calculator, as well as a tutorial, will be available on the GED® Testing Service website.
- Formulas Sheet and Arithmetic Element Symbols – Students will demonstrate skill in accessing and reading the Formula Sheet and t AE Symbols Chart (arithmetic element chart).
- Flagging Items for Review and the Timer – Students will demonstrate understanding of the process of flagging and returning to flagged responses.
  Note: On the 2014 GED® Test, as students work on particular questions, they can choose to leave the item blank to return to it later by flagging the item for review. At the end of the test, they will be provided with an item review screen.

Key Concepts and Vocabulary Terms

- Online Calculator (TI-30XS)
- Calculator Reference Sheet
- Formula Sheet
- Arithmetic Symbol Chart
- Flagging for Review
- Item Review Screen
- Test Timer
- Test Progress Indicator

STEP 1: INTRODUCE AND ASK

Begin the class by welcoming the class, **INTRODUCING** class objectives, and sharing information unique to your teaching location or style, the objectives of the class, and information that is unique to your teaching location or style. Then **ASK** students questions about their goals for the class and their knowledge of the topic. Effective methods include the following:

- **ASK** students to share in group discussion their goals and their knowledge/experience with any other similar tools on a computer. If none, then inquire about their experience with using similar manual tools (calculator, timer, etc.) This will give the instructor the ability to use analogies to relate the known to the unknown.

- **ASK** students to react to a short video that offers an introduction to the topic. A good example is: http://www.youtube.com/watch?v=VoLZLsRXuKE

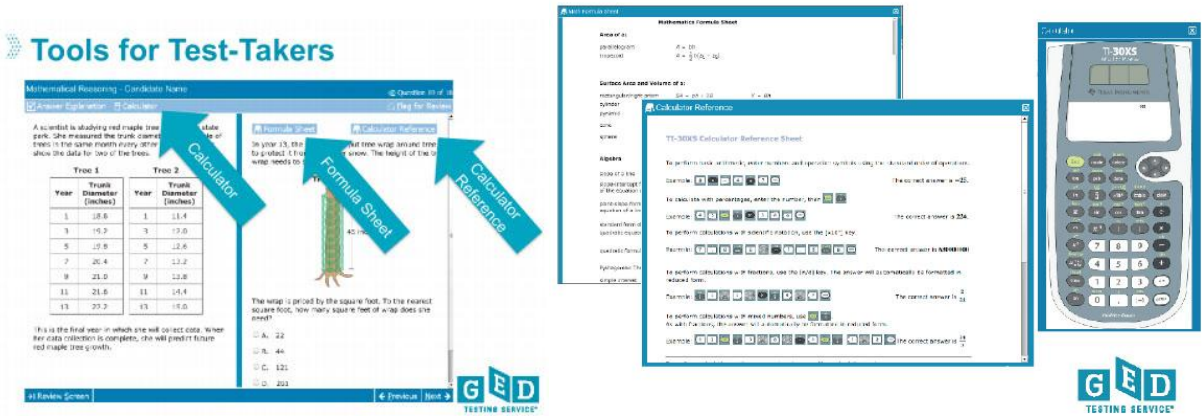
- **ASK** students to read a short handout and offer their reactions to it: http://www.gedtestingservice.com/educators/ticalc

STEP 2: DEMONSTRATE KEY ACTIONS

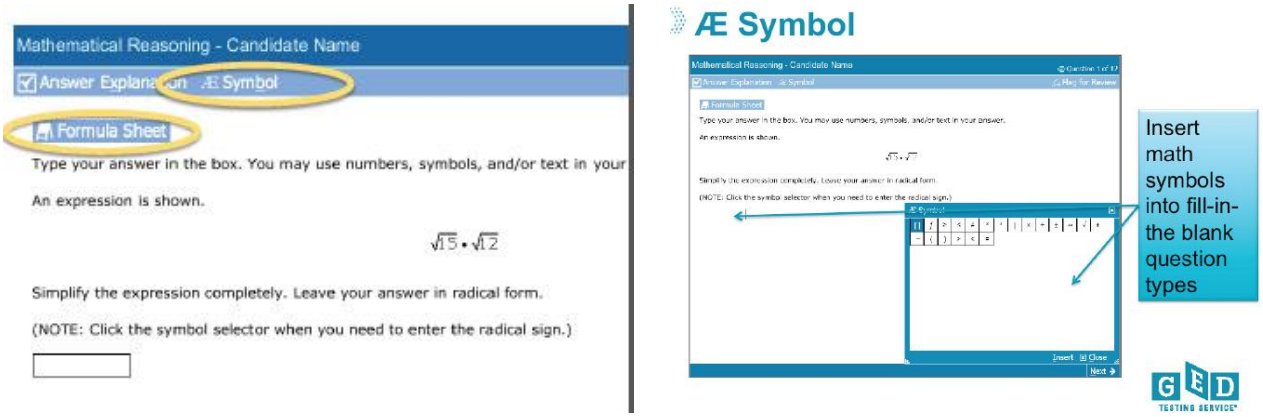
The in-class exercise for this module should focus on developing students' abilities to use the on screen tools embedded in the 2014 GED® Test. These tools allow the test-takers to answer several different types of questions that use these tools (see Appendix B).

KEY ACTIONS:

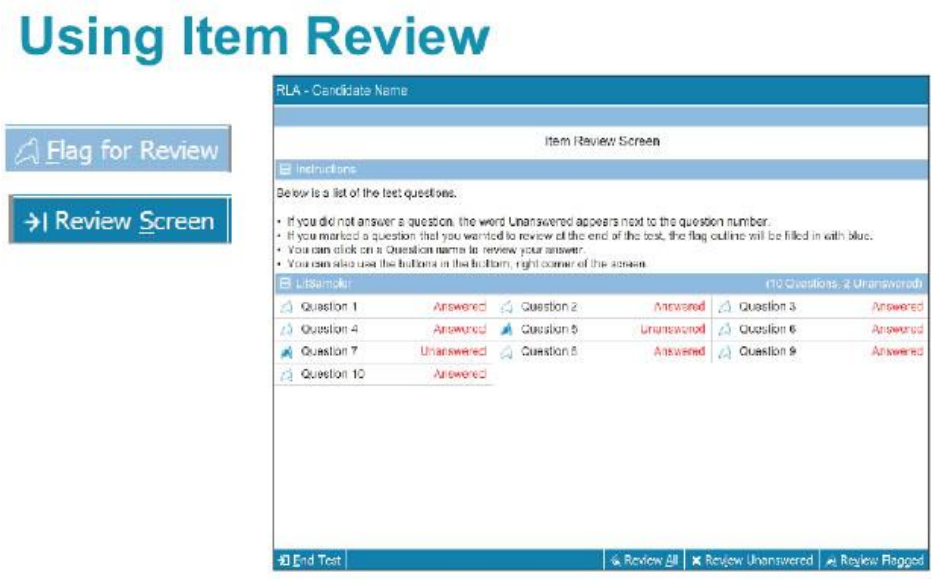
1. **DEMONSTRATE** the use of the Online Calculator and Calculator Reference Sheet. This sheet will be used when taking the 2014 GED® Mathematical Reasoning test. If the student has trouble remembering how to operate the calculator, there is a handy calculator reference available to them.



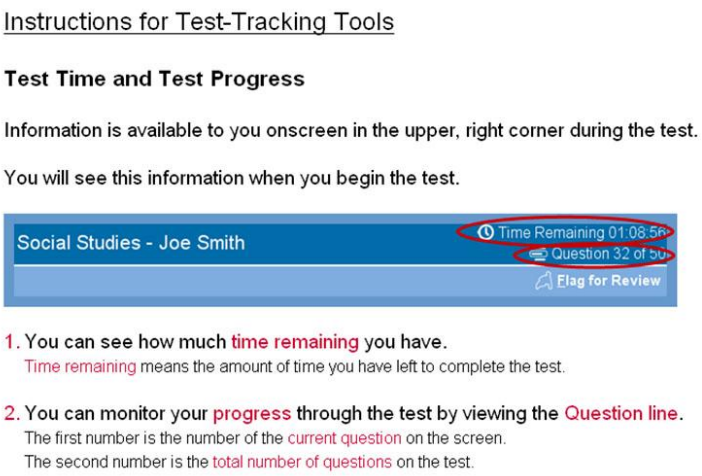
2. **DEMONSTRATE** how to view the Formula Sheet that is readily available for students to use for GED online testing, and how to insert Arithmetic Element Symbols when answering fill-in-the-blank type questions.



3. **DEMONSTRATE** how to Flag Items for Review and how to use the Test Timer and Test Progress Indicator. Show students how they can flag a question they want to skip, or a question they are not confident in the answer they have provided. Then show how, at the end of the test, they will be provided an "Item Review Screen" that lists all questions (flagged and unflagged), thus allowing for quick review and return to items that were flagged. Point out to the students that to return to a flagged question they must click on the question number (e.g. "Question 1") and not the word "Unanswered".



Also, demonstrate the test timer and test progress indicator in the upper-right hand corner. Show the students how they can "hide" the timer while taking the test.



Instructions for Test-Tracking Tools

Test Time and Test Progress

Information is available to you onscreen in the upper, right corner during the test.

You will see this information when you begin the test.

Social Studies - Joe Smith

Time Remaining 01:08:56

Question 32 of 50

Flag for Review

1. You can see how much time remaining you have.
   Time remaining means the amount of time you have left to complete the test.

2. You can monitor your progress through the test by viewing the Question line.
   The first number is the number of the current question on the screen.
   The second number is the total number of questions on the test.

STEP 3: STUDENT DEMONSTRATION OF KEY ACTIONS

Have each student **DEMONSTRATE** the same actions that you demonstrated, using the 2014 GED® online tutorial you used in STEP 2. Encourage them to demonstrate to a partner, to you (the instructor), or to the entire group. Keep the following in mind:

- Not every option/situation can be explained in class.
- It is best if you ask students to work with the same examples that you demonstrated with rather than have them choose; this prevents student confusion.

STEP 4: PRACTICE

Have students **PRACTICE** the same actions throughout the rest of the class period. You may choose to enhance this practice by asking them to do the following:

- **PRACTICE** with the online 2014 GED online tutorial: http://www.gedtestingservice.com/GEDTS%20Tutorial.html

Appendix A – Other Resources for GED® Teachers

Videos

2014 GED® Test Overview: http://www.gedtestingservice.com/ged-test-101

2014 GED® Test: Computer Webinar: http://www.gedtestingservice.com/educators/newtestwebinar1

2014 GED® Test: On Screen Calculator: http://www.youtube.com/watch?v=VoLZLsRXuKE

Learning to Use the Mouse: http://www.youtube.com/watch?v=Y2leftW7E_s

How to Type: http://www.youtube.com/watch?v=vXsutlz0GIQ

Websites

2014 GED® Online Tutorial: http://www.gedtestingservice.com/GEDTS%20Tutorial.html

2014 GED® CBT Item Sampler: http://www.gedtestingservice.com/itemsamplerrla/

A Teacher's Guide: Getting Acquainted with the 2014 GED® Test: http://www.gedtestingservice.com/uploads/files/cac5af4e7c054564d4a56417cb085bb6.pdf

Screen shots: http://www.gedtestingservice.com/uploads/files/782079b5c87f7dadd582b7eca61a7faa.pdf

Northstar Standards and 2014 GED® Test: http://hubbs.spps.org/uploads/nsdl_and_2014_ged_1.pdf

GCF Learn Free: http://www.gcflearnfree.org

Basic Computer Skills: http://spclc.org/curricula/computer

Mouse Tutorial: http://www.mouseprogram.com/practice.html

Computer Navigation Tutorial: http://www.ohsu.edu/learning/tutorials/comp_basics_navskill_part1/comp_basics_navskill_part1.htm

Keyboarding Techniques: http://www.adamfrost.net/elearningMaterials/keyboardSkills2/keyboard2.html

Basic Text Editor #1: http://www.editpad.org/

Basic Text Editor #2 http://www.mytextarea.com/

Online Typing Tutorials

Sense-Lang Typing: http://www.sense-lang.org/typing/tutor/sttest.php?lesson=1

Power Typing: http://www.powertyping.com/qwerty/lessonsq.html

Typing Tutorial: http://byteback.org/students/typing/

Online Typing Test: http://www.nimblefingers.com/

Listing of various typing websites: http://www.shambles.net/pages/staff/keybskills/

Solutions for Improving Typing: http://www.crucial.com.au/web-solutions-for-improving-typing-skills

Appendix B – Question Type/Computer Skills Matrix

Question Type	Applicable GED® Test Module(s)	Basic Computer Skill(s) Required	Module(s) in this Instructor Guide
Multiple Choice	Reasoning through Language Arts, Social Studies, Science, Mathematical Reasoning	Mouse: Point-n-Click, Navigation, & On Screen GED® Tools	Modules M, N, & T
Fill in the Blank	Reasoning through Language Arts, Social Studies, Science, Mathematical Reasoning	Keyboarding & On Screen GED® Tools	Modules K & T
Hot Spot	Reasoning through Language Arts, Social Studies, Science, Mathematical Reasoning	Mouse: Point n Click & Navigation	Modules M & N
Drag-n-Drop	Reasoning through Language Arts, Social Studies, Science, Mathematical Reasoning	Mouse: Point n Click & Navigation	Modules M & N
Drop Down	Reasoning through Language Arts, Social Studies, Mathematical Reasoning	Mouse: Point n Click & Navigation	Modules M & N
Extended Response	Reasoning through Language Arts, Social Studies	Keyboarding & Word Processing	Modules K & W
Short Answer	Science	Keyboarding & Word Processing	Modules K & W